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painted and drawn; also scenes on the farm, the animals, the people at work, etc., etc. Fairy stories will be illustrated on the blackboard, and on paper with colored crayons. (See outlines on art.)

REFERENCES: Jackman, *Nature Study and Related Subjects;* Rice, *Course of Study in History and Literature;* Mrs. Wilson, *Handbook of Domestic Science;* Goodfellow, *Dietetic Value of Bread;* Carpenter, *A Visit to a Great Wheat Farm; Geographical Reader, North America* (American Book Co.); Chisholm, *Handbook of Commercial Geography;* U. S. Department of Agriculture, *Album of Agricultural Graphics;* Lubbock, *Flowers, Fruits, and Leaves;* Wallace, *Dispersal of Seeds, Darwinism* (Humboldt Library); Shaler, *Natural Products and Rescources of North America, Story of Our Continent;* Hale, *Stories of Invention;* Parton, *Captains of Industry;* Joly, *Man Before Metals; Odyssey,* Palmer's translation (Houghton, Mifflin & Co.); Cook, *Story of Ulysses* (Public School Publishing Co.); Gardiner, *Early Chapters in Greek History;* Burckhardt, *Schliemann's Troy* (Harper); Guhl and Köner, *The Life of the Greeks* (Appleton).

FOURTH GRADE.

OUTLINE FOR OCTOBER AND NOVEMBER.

GERTRUDE VAN HOESEN.

History.—The work for the year is based upon the activities to which the growth of Chicago is due. It is, in reality, a gathering up of the experience of the previous years, with a view to a better understanding of our civilization.

The year's work may be divided into three parts: (1) the growth of the city from its earliest days to the present; (2) the care of the city; (3) the principal materials necessary to its growth.

I. THE HISTORY OF CHICAGO.

1. Transportation: The basis for the beginnings of this work will be an excursion up the Chicago river and the drainage canal. (*a*) Transportation of today. (*b*) The reason why Chicago is a railroad center. (*c*) Number of railroads and steamship lines leading to the city. (By means of a map show the railroads of the United States.)

2. Early history of Chicago. (*a*) Picture Chicago as it was before visited by white men. (1) Brief study of Indian life. (Read *Hiawatha.*) (2) The Indians' means of transportation. How made? (*b*) First white men to visit Chicago. Stories of Marquette, Joliet, and La Salle, showing their purpose, courage, and strength of character.

II. METAL-WORK.

As iron forms the principal material used in the framework of the large public buildings, bridges, railways, etc., of today, the work with metals will begin in this grade. It will consist of the uses, practical and ornamental, to which the children can put brass and soft copper. As a material the latter combines, in some measure, the pliability of clay and the resistance of wood, and forms a step between the two materials. The pliability of the metal varies from that which can be pressed into shape with a pencil to that which can only be beaten into shape.

The children will begin immediately to plan and make their Christmas presents. They will begin by choosing something that can be made wholly from copper or brass, or some article which merely needs to be ornamented with metal. Plans and pictures of these articles will be published when completed.

III. THANKSGIVING.

An important place in the work during October and November will be given to the history of Thanksgiving. How Thanksgiving is celebrated by different peoples of the world: (*a*) Greeks, (*b*) Indians, (*c*) Hebrews, (*d*) English, (*e*) French, (*f*) Puritans.

Geography.—Within accessible distances from Chicago there are five areas which are types of the great topographical features of the earth. To understand the reason for their existence about Chicago is to understand the problem for all areas. The work of the year is, therefore, based upon (1) the comparative study of these areas as a picture; (2) the solution of the question, Why do the plants and animals differ in the several localities?

During the months of October and November the basis for this study will be laid by means of five excursions: (1) up the Chicago river from the harbor, and down the drainage canal to Freeport; (2) to the sand dunes; (3) to a large farm; (4) to the north shore of the lake; (5) to the swamp.

The work on each excursion will consist simply of collecting materials with which to build up, during the following week, a picture of the region visited. This collection may consist of (1) plants, insects, stones, soil, etc.; (2) lists of birds observed; (3) paintings or drawings of different views of the region, showing the relation of the plants and animals to their environment; (4) notes giving points which can be expressed only in writing.

Whenever, during the work following these excursions, which will be carried on with the help of a large sand table, questions come up that can be answered only by a second visit to the place under consideration, the visit will be made, if possible.

In connection with this study of areas, the children will correspond with a fourth grade in Salt Lake City, in a southern school, and in France. They will exchange pictures of these areas with their correspondents, and collections of all of their plants, etc., with records of their own discoveries. The correspondence will, during the winter, grow into a comparative study of the industries of the several places.

Science.—The science will be very closely correlated with geography, for it will consist largely of the study of the five areas, previously mentioned, and of a special study of the new school grounds, which is at present an uncultivated field. This field will be studied with a view to its improvement when the permanent building is completed. Special subjects of study in the various areas will be: (1) vegetation; (2) insect life; (3) soil. An insect cage, an aquarium, and an ant-hill, stocked with the animal life found on these areas, will be kept in the class-room. The plants and flowers of each area, pressed, mounted, and named, will serve as a basis for comparison as well as a record.

From the study of these six areas will grow the study of: (1) dissemination of seeds; (2) bird life. The plants will be named, classified, and mounted as to their mode of dissemination (*a*) by wind; (*b*) by water; (*c*) by animals; (*d*) by man; (*e*) by self-dissemination.

On each excursion the bird life will be carefully noted to answer these questions: (1) What birds are here now? (2) What are they doing? When the children present their individual data on these points, they will (1) visit the Field Columbian Museum to identify the aggregate list of birds seen; (2) get from the library of the school pictures of the birds, and hang them in the class-room; (3) then get all of the bird books to verify their observations in regard to the habits of the birds, and to learn more about them.

Meteorology.—A daily record of the sunshine, direction of wind, rainfall, temperature, etc., will be kept and summarized monthly as a means of interpreting the changing landscape. As a part of this summary pupils will make a painting once a week. In the landscape a special study of various trees, selected by the children, will be made.

Home economics.—As the children bring their luncheons, the industries of the home become a necessary part of their daily work. The arrangement, decoration, and care of the lunch-room are problems requiring immediate consideration. During the first two months the following points must be considered:

I. CARE OF THE PRIMARY LUNCH-ROOM.

1. Arrangement of dishes, tables, etc.
2. Articles necessary: (*a*) curtains for windows and shelves; (*b*) hemming and marking towels, napkins, and dust-cloths; (*c*) plate- and cup-racks; (*d*) knife-, fork-, and spoon-boxes.
3. How to set the tables.
4. Care of the tables after lunch: (*a*) gathering up the dishes; (*b*) washing the dishes; (*c*) drying and putting them away; (*d*) daily care of towels, pans, and dish-cloths.
5. General care of the room: (*a*) sweeping; (*b*) dusting; (*c*) arrangement of chairs and tables.
6. Care of towels, dish-cloths, and napkins: (*a*) washing; (*b*) ironing.
7. Care of the silver used daily.

II. COOKING.

The cooking and serving of autumn fruits with bread and butter, sandwiches, or buttered wafers.

Once a month the fourth grade will entertain and serve a luncheon to guests invited either from the other grades or from the Francis W. Parker School.

The children will make a book in which to record all of the cooking that they do, the plans of articles made for the lunch-room, and the solution of all of the problems which grow out of the work in home economics.

Number.—The number work in this grade is necessary to the study of the other subjects outlined. Whenever it is found that the class, or individual members of the class, need drill to prevent the process of calculation from hindering thought, this drill will be given. But at no time will those able to pursue the line of thought under consideration be burdened with unnecessary drill. Number will be applied in connection with the following:

1. Average weekly temperature. Later, average daily temperature from records made three times a day. This will necessitate addition and partition.
2. Use of avoirdupois weights and liquid measure in cooking.
3. The children will have a simple system of bookkeeping. On the first day of each month they will each bring a definite sum of money which will be deposited to their credit. For all materials needed, short excursions, and luncheons, they will draw on this amount each time, recording the expenditure under its proper heading, and subtracting its amount from the amount credited at the time. This account will be balanced and taken home at the close of each month, for the parents' inspection, before a new deposit is made.
4. Measuring and finding the area of the new school site. Its division into equal areas for study by the individual pupils.
5. Computing the cost of articles needed for the lunch-room and for the Christmas presents.
6. The children will be carefully measured, and they will consider the following points: height, standing and sitting; weight; chest measurements, passive and full; waist girth, passive and full; chest capacity. The children will find (*a*) the average size of the class; (*b*) the average size of the boys; (*c*) the average size of the girls. They will keep these records to compare with those which will be made again in February and June.

Dramatic reading.—*The Village Blacksmith*, by Longfellow; *Story of Siegfried*, by J. K. Baldwin.

Literature.—*The Story of Siegfried;* stories of the elves and their underground smithies, from the German and Scandinavian folk-lore; *Hiawatha*, Longfellow.

Industrial art.—Work-baskets and their equipment. Modeling and cooking aprons. Sewing of articles designated under "Domestic Science."

Metal-work.—(See "History" in this outline.) Dictionary and book for domestic science.

The children will spend at least one afternoon a week at school, in order to complete the more quickly the articles necessary for their work.

Art.—Painting: Painting of landscapes; of individual trees and their twigs and leaves; of the plants and flowers from the different areas. Illustrations of stories and scenes from history and literature.

Clay-modeling.—Animals from the different areas studied. Illustrations of stories known to all children.

Manual training.—Articles for the lunch-room: (1) plate- and cup-racks; (2) knife-, fork-, and spoon-boxes. In November the Christmas work will be commenced. The plans and descriptions will be published December 1.

French.—The French will be directly correlated with home economics, industrial art, manual training, and science.

Physical culture.—Anthropometry. Games both in the gymnasium and out of doors. The fourth grade will organize a basket-ball team which will play once or twice a week.

FIFTH GRADE.

HARRIET T. B. ATWOOD.

History.—The different forms of hand-work—as metal-work, manual training, clay-modeling, weaving, sewing, and cooking—will be carried on by the children of the fifth grade throughout the year. It has seemed best, however, in order to secure greater thoroughness in the work, to allow some one art especial prominence in each grade. Following Miss Rice's general outline, the textile industry will be the one emphasized in the fifth year. (See Miss Rice's outline in COURSE OF STUDY, June, 1901.)

The children will spin with spindle and distaff, and use the spinning wheel. Their first weaving will be done on the hand-looms made in the shop, but work will also be done on primitive looms and on the old colonial loom.

One of the tasks, very probably the first to be undertaken in October, will be the furnishing of the new room into which the grade will move during the year with the necessary curtains, cords, table-covers, etc. The children will make their own suggestions as to the articles they would like to have in their room, and very probably they will find it necessary for several children to work on the same piece.

Before deciding upon the material to be used, it will be necessary to make some study of different fabrics now in use. The cost of each material must be considered. The question as to whether the children can to advantage prepare their own thread from the crude materials—wool, cotton, silk, etc.—will arise, and, in order to decide this, ways of preparing such materials must be investigated.

As the work goes on, questions—such as, How have other peoples done